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	REIL	Home Print Documents Administrator Selection Evaluation Start Review Scores Logout REIL is an initiative of
	ШШ	MCESA Maricopa County Education Service Agency
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	APP.	Administrator Field Documents
		Observation Setting Documentation

Observation Setting Documentation Continuous Improvement Plan and Budgets ☐ Leadership Team Meeting M Educator Goal Plans and School PD Plans ☑ Business Meeting ☐ Student Achievement Data Professional Development / Learning Meeting ☐ Management Systems and Artifacts PLC or Grade Level / Department Meeting ☐ Teacher Evaluation Data ☐ Teacher Observation and Scoring ☐ Teacher Pre- and Post-Conference Parent Survey ☐ Staff Survey Walk-through Visit of Classroom Student Survey **Teacher Field Documents** ☐ Observation Score ☐ Observation Setting Collection Sheet Analysis Document Complete Observation Sets ☐ Leading Observation Learning Observation Instrument Instrument (Administrator) (Teacher) Preview Selected Docur

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	CIP: Continuous Improveme	ent PD: Professional Develop	ment	nent						
Element	Descriptors				Ì					
Shared Purpose	Ligns all key decisions to the vision. Sets benchmarks and milestones in lace to check on the progress of the ision. Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student		Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions / meetings.	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.						
Continuous Improvement Planning	incorporate action steps in CIP that include: o Differentiated PD	analyzed objectives in CIP, aligned to goals, which are sequenced	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelnes for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP Includes source of funding for identified objectives.						
Concensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.						

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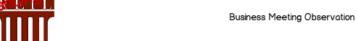
Business Meeting Observation

Administrator Name:	School Name:	District Name:
■ Event Comments:		Event Date:
	Rubrics should not break across pages. Rubric Definitions should repeat if Rubrics exceed one page. The events comments box should only print on the first page.	

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

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	CIP: Continuous Improvem Plan	ent PD: Professional Develop	ment	'	
Element	Descriptors				
Shared Purpose	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision.	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions / meetings.	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.	
Continuous Improvement Planning	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic moritoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress moritoring, communication).	Works with the staff to include task- analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP Includes source of funding for identified objectives.	
Concensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.	



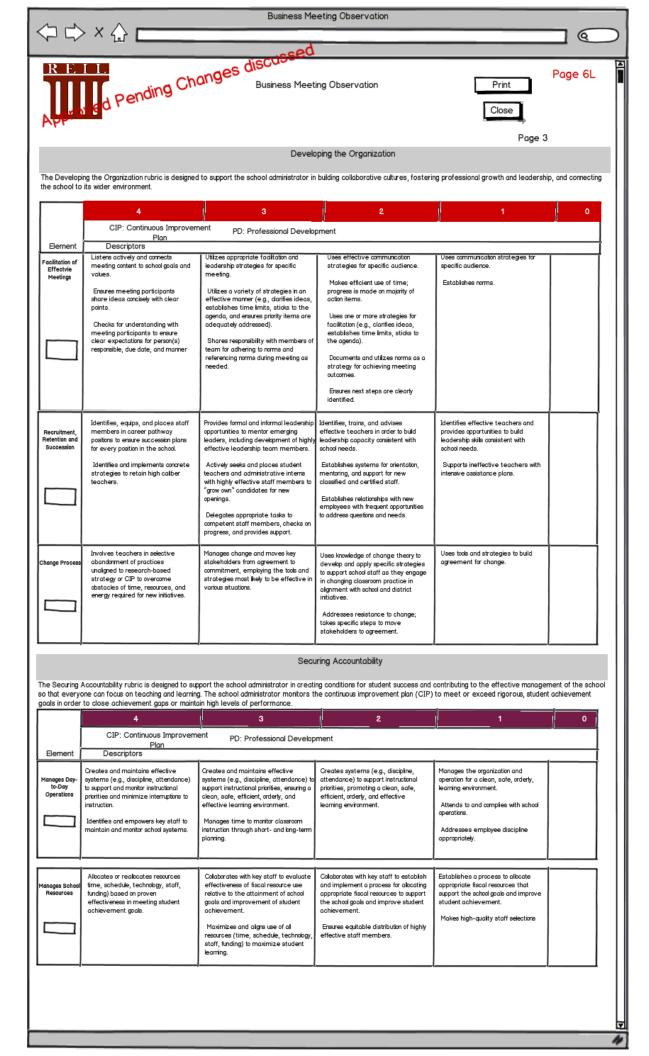
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Building Relationships

Business Meeting Observation

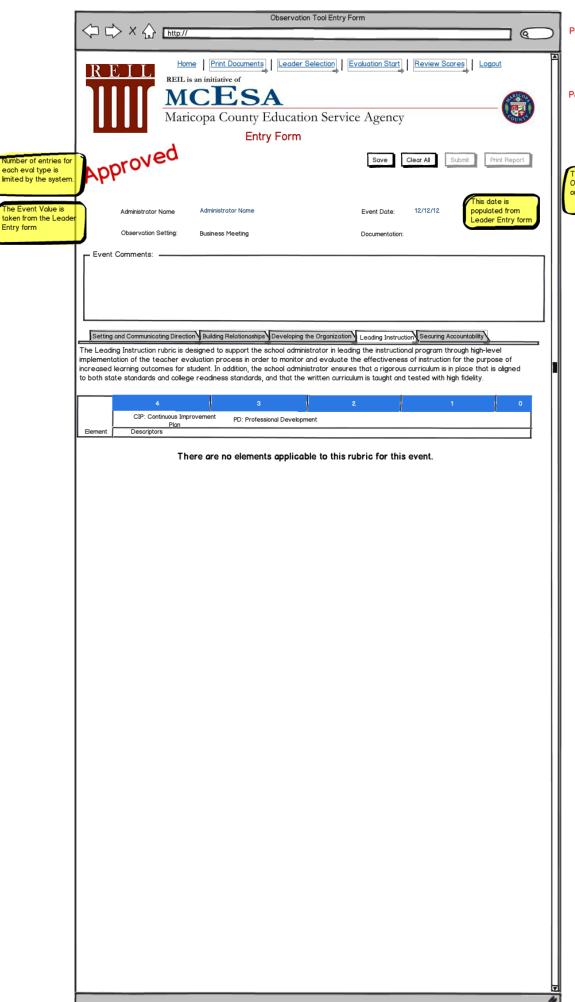
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İ	CIP: Continuous Improvem	ent PD: Professional Develop	oment	, 					
Element	Plan Descriptors	1 D. TTOTOGOTAL DEVElop	VILLE IV						
Accessibility	Structures frequent and regular opportunities for intentional / planned contact and interactions with students and staff in classrooms and throughout the school, and with coleagues and district staff. Provides accessible information about student expectations and progress to students, porents and staff through an array of forums and multiple formats. Partners with parents to create a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councie).	Structures daily opportunities for intentional / planned contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations and progress to students, parents, and staff. Creates a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils).	Ensures visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations to students, parents, and staff. Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents	Is visible at various times throughout the school day. Informs students, parents, and staff about academic and behavior al expectations. Responds to parent questions and concerns in a timely manner.					
Celebroting Individual and Team ccomplishment	Celebrates student and staff achievement of benchmarks and milestones aligned to the vision.	Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis	Celebrates individual and team accompishments on a formal and informal basis.	Celebrates individual and team accomplishments on an informal basis.					
lutual Trust and Respect	Facilitates students and staff obility to demonstrate use of active istering with one another to set a tone of mutual trust and respect between all parties. Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view.	Demonstrates active listering in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff.					
Transparent vecision Making	Provides a process/system for staff, parents, and students to proactively identify challenges and participate in apporturities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Proactively identifies challenges and provides apportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendos for adults to actively participate in school-wide decisions.	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns					
Communication f Expectationa & Progress	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring.	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress	Develops systems to increase communication with families and the community.	Communicates key school information and events to staff on a regular basis.					
Conflet Resolution	Adjusts plans, and identifies strategies and apportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices.	Incorporates different perspectives (including vaices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision.	Identifies and resolves most conflict.					



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The Setting &	& Communicating Direction rubric is de	signed to support the school administra	Communicating Direction ator in building a shared vision and plan	n for continuous improvement, fosterin	g the accep			
of group goal	ls, and setting and communicating high	performance expectations.	2	1	0			
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Goal Setting	Works with school & district leadership team to use multiple broghtuiled measures of datalevioleners, with feedback trans staff, to assess the strengths & sevent-season of the strengths & sevent-season of the strengths with season of the strengths with season of the strengths are strengths and season of the s	Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of dotolevidence to set measur orbit distort-algred gools for the CIP. Farures torgeted gools) for printized student subgroups (e.g., 3rd grade ELI, 10th special education) are in place.	Analyzes teacher evolusion and student achievement data to determine strengths and weekinesses in order to set measurable distinct-oligned goals for the CIP.	Sets attainable, rigarous attudent achievement goals to close achievement goals or maintain high levels of performance				
Continuous Improvement Planning	goal (e.g., 5th grade theracy ELL; high school algebra), are in place. Works with the staff to incoprate action steps in CIP that trackler. Differentiated FD with systematic marking and control of the staff of the staff of the intervention systems for intervention systems for identified sub-population, data analysis, remediation/intervention delivery, progress marking, communication.	Works with the staff to include task- analyzed diplectives in CIP, algred to goals, which are sequence characticities for PO and student intervention activities	Works with the stoff to: o include tosis-onalyzed objectives that ideal-may and objectives that ideal may be a considered or include action steps and temeless for obliveing tosis-onalyzed objectives, a Budget funds and absolar essurace and responsible persurn(s) oligined to each objective.	Aligns dejectives to god(s) in CIP. Lists measurable and ottoinable actin steps for each objective in CIP. Includes source of funding for identified dejectives.				
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The Building F sense of mut	Relationships rubric is designed to supp ual respect. The school administrator	oort the school administrator in fosterin affirms and empowers others to work	ng genuine trusting relationships with st in the best interests of all students.	tudents, staff, families and communities				
The Building Fense of mut	ual respect. The school administrator	affirms and empowers others to work	in the best interests of all students.					
ense of mut	ual respect. The school admiristrator 4 CIP: Continuous Improvem	affirms and empowers others to work	Demonstrates active latering in convencions with students, porents, and staff to demonstrate empoting on the convencions with students, porents, and staff to demonstrate empoting or individual students and staff personally and professionally.					
Element	ual respect. The school administrator CIP: Continuous Improvem Plan Descriptors Foolitates students and staff ability to demanstrate use and catched staff ability to demanstrate use and catched staff and the canonities to set to tree of mutual that and respect between of parties. Differentiates communication stage and demanstrates a positive and appropriate reaport.	and empowers others to work BD: Professional Develop Demonstrates active latering sits and incorporate different perspective into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets	Demonstrates active listering in conversations with students. Demonstrates active listering in conversations with students, parents, and staff to demonstrate empothy and acceen for the web-ship of individual students and	Responds to students, parents and staff in a respectful way. Literar respectful to students,				
Element Mutual Trust on Respect	ual respect. The school administrator CIP: Continuous Improvem Pion Descriptors Foolitates students and staff ability to demarke for use and staff ability to demarke for use and occur less than the armount of the staff as at a time of will ability and and use and the staff and seemed between all parties. Differentiates communication stayle and demarkative and appropriate rapport with students, staff, framilies, community members Provides a processifystem for staff, practing, and students to a propositive for all students and participate and specification in a port strates or making decisions that impact the exchast propess toward	Demonstrates active latering skills and incorporates different perspectives into decisions to see to time of mutual trust and respect. Peaponds appropriately to differing sets of values or points of view. Proactively identifies challenges and provides apportunities for students, and the provides apportunities for students.	Demonstrates active latering in conversations with students, powers, and staff to demonstrate employ and account for the velation of the conversations with students, powers, and staff to demonstrate the employing and account for the velation of the conversation of the velation of the conversation of the c	Responds to students, porents and staff in a respectal way. Laters respectify to students, porents and staff. Ensures staff, students, and porents all or committee for porents and or committee for provides apportunities for provides apportunities for provides apportunities for actudents, staff, and families to students, staff, and families to	, guided by			

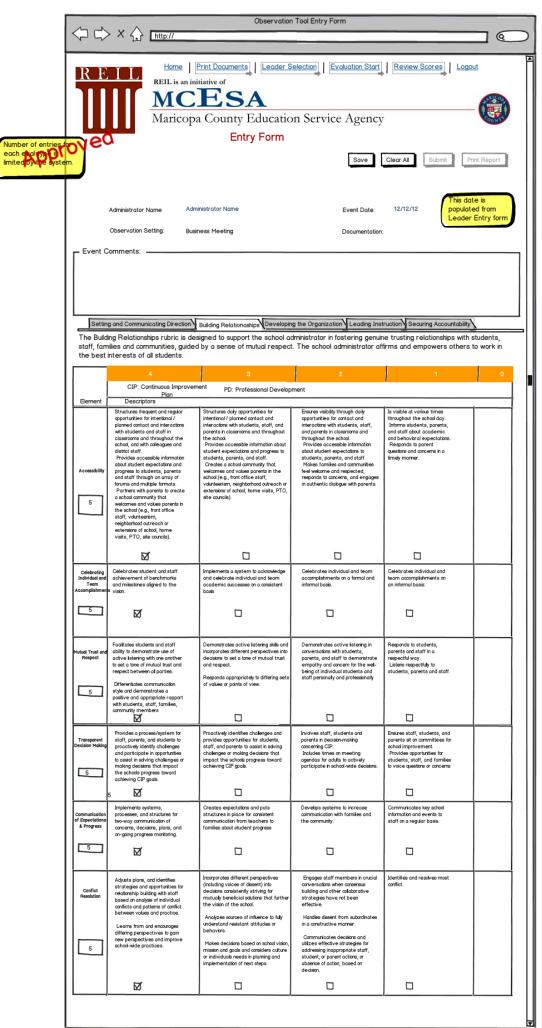
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e school to	its wider environment.	d to support the school administrator in I	building collaborative cultures, losterii	g professional growth and feadership, a	and corn
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Element	CIP: Continuous Improvei Plan Descriptors	ment PD: Professional Develop	ment		
cilitation of	Listens actively and connects meeting content to school goals	Utilizes appropriate facilitation and leadership strategies for specific	Uses effective communication strategies for specific audience.	Uses communication strategies for specific	
teetings	and values.	meeting.	Makes efficient use of time;	audience.	
	Ensures meeting participants share ideas concisely with clear points.	Utilizes a variety of strategies in an effective manner (e.g., darifies ideas, establishes time limits, sticks to the	progress is made on majority of action items.	Lacastates terris.	
	Checks for understanding with meeting participants to ensure	agenda, and ensures pronty items are adequately addressed).	Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to		
	clear expectations for person(s) responsible, due date, and	Shares responsibility with members of team for adhering to norms and referencing norms during meeting as	the agenda).		
		referencing norms during meeting as needed.	Documents and utilizes norms as a strategy for achieving meeting outcomes.		
			Ensures next steps are clearly identified.		
_	Evaluates on-going PD objectives	Works with leadership team to establish	Crantes multiple structures for PD	Requires short- and long-	
ofessional velopment	and coaching cycles for their impact on attainment of school	weekly or monthly PD objective(s) and activities that are corrected to a prior	including large group / small group, grade level / content teams, and	term PD for all individual staff members based on goals in	
	goals. Ensures PD training objectives	PD objective and aligned to year-long PD goal with references to CIP goals.	Individuals. Ensures school-level PD is aligned	Educator Goal Plans, derived from teacher evaluation data and focused on increasing	
	are differentiated for flexible groups of teachers based on	Supports staff implementation of professional learning with coaching cycles (e.g. planning training	to CIP goals. Establishes weekly or monthly	student ochievement.	
	content knowledge, content best practices, and/or instructional element needs identified in	cycles (e.g., planning, training, application, observation, coaching, checking for understanding) for groups	teacher coaching objectives for assigned teachers and provides	Implements a PD plan, aligned to CIP.	
	individual growth plans.	of teachers based on student achievement, teacher instructional proficiency, and/or teacher content	feedback to teachers on classroom implementation based on recent PD.		
		protoency, and/or teacher content knowledge.	arranen V.		
cruitment,	Identifies, equips, and places staff members in career	Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly	Identifies, trains, and advises effective teachers in order to build	Identifies effective teachers and provides apportunities to build	
ention and ocession	pothway positions to ensure succession plans for every position in the school.	leaders, including development of highly effective leadership team members.	leadership capacity consistent with school needs.	leadership skills consistent with school needs.	
	Identifies and implements	Actively needs and places student teachers and administrative interns with highly effective staff members to	Establishes systems for orientation, mentoring, and support for new classified and certified	Supports ineffective teachers with intensive assistance plans.	
	concrete strategies to retain high caliber teachers.	with highly effective staff members to "grow own" candidates for new openings.	stoff.		
		Delegates appropriate tasks to competent staff members, checks on	Establishes relationships with new employees with frequent opportunities to address questions		
		progress, and provides support.	and needs.		
1		Manages change and moves key	Uses knowledge of change theory	Uses tooks and strategies to	
ge Process	Involves teachers in selective abandonment of practices	stakeholders from agreement to	to develop and apply specific	build agreement for change.	
ge Process	abandonment of practices unaigned to research-based strategy or CIP to overcome	stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.	to develop and apply specific strategies to support school staff as they engage in changing	build agreement for change.	
ge Process	obandorment of practices	stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in	to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives.	build agreement for change.	
ge Process	abandomment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new	stabeholders from opsement of commitment, employing the tode and strolegies most leaf to be effective in various situations.	to develop and apply specific strategies to support school staff as they engage in changing	build agreement for change.	
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Page 9L

Page 9L

The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

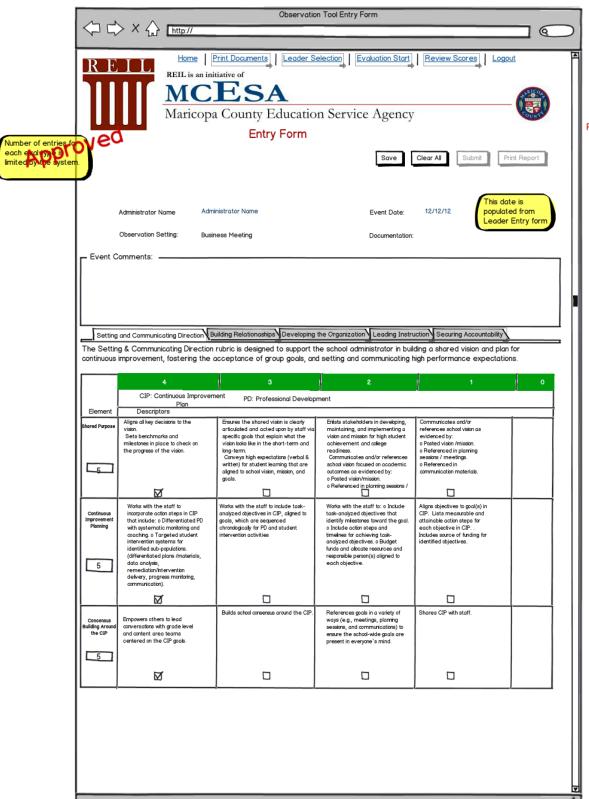


The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

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This date is populated from Leader Entry form

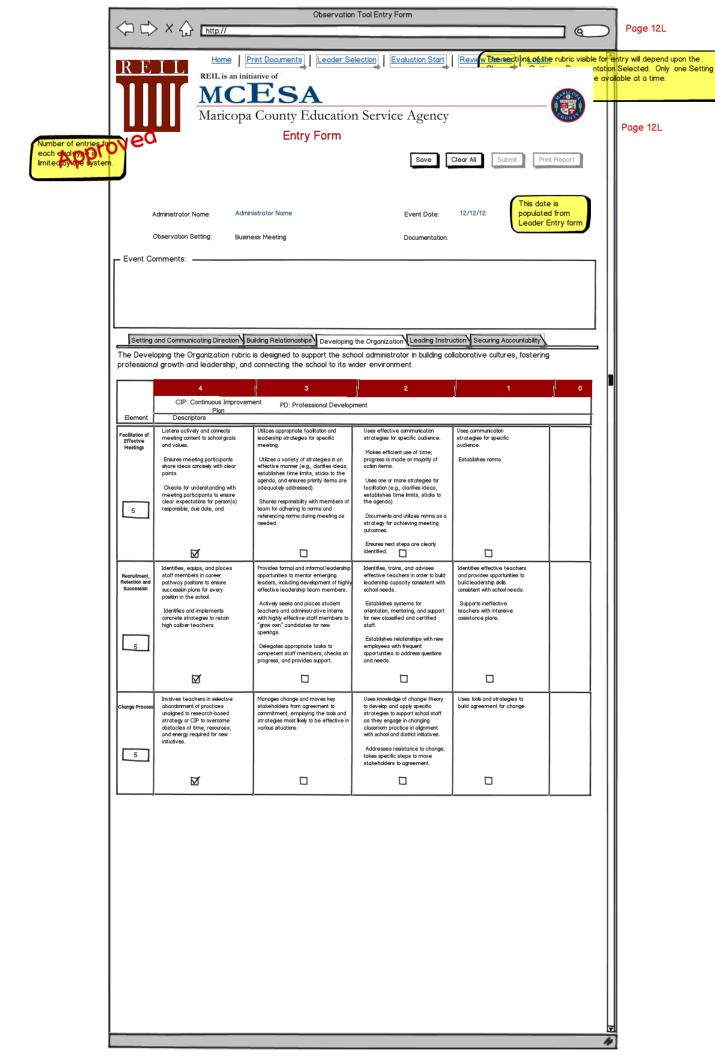
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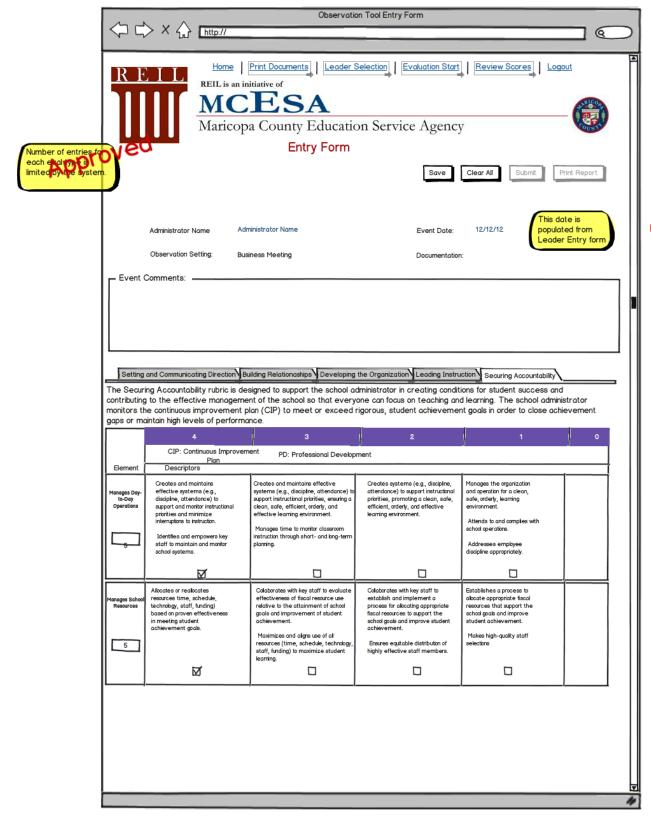


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The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

Page 11L





The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

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Print Documents

Evaluation Start

Review Scores Logout

Observation and Evaluation Comments

Administrator Name Name:

District Name District Name:

School Name: School Name

Observation Number	Observation Setting	Date	Comments
1	Leadership Team Meeting	8/15/2011	uis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit arim id est laborum.
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3	Teacher and EvaluationScoring	9/01/2011	uis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit arim id est laborum.
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5	Walk-Through Visit of Classroom	9/25/2011	is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit arim id est laborum.
6	Leadership Team Meeting	10/24/2011	ccaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum.

Primary Evaluator Name:

Evaluator Name:

Administrator Name:

Some Name

Date:

Today's Date 12/12/12

Print

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Observation Settings Scores

Name: Administrator Name District Name: District Name

School Name: School Name

Maximum 3 scores per event

Element Totals Mode Max.

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Rubric	Element
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Date:	12/12/12
Administrator Name:	
Primary Evaluator Name:	

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Observation Settings Scores

Name: Administrator Name District Name: District Name

District Name: District Name

School Name: School Name

Maximum 3 scores per event Rubric Date of Event:		angl12 andership	08/09/12 Team	08/10/12	*	D lo	etting Oate o	f Ev	Electric Constitution (Constitution) Share ent: m do	Rubri mmur emer ed Pu	nicatir nt: urpos 12/12 sit an	e /12 net,				Sooring	Teacher Pre and	Post Conference		Walk Through	of Classrooms	
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Date:	12/12/12
Administrator Name:	
Primary Evaluator Name:	

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Observation Settings Scores

Name: Administrator Name

District Name: District Name

School Name: School Name

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Development / Learning Meeting Pic or Grade Level Department Meetings Teacher Observation and Scoring and Post

Element Totals

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±	Accountability for Goals	1										İ		Ì	T	T	T	Ì	İ	Π	İ	$^{-}$
Securing Accountabilit	Accountability Systems	2																		Ш		
Secu	Manages Day to Day Operations		3				4			4			4			4			4			4
¥	Manages School Resources	4																				
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4	4	4	4	2
2	3		2.5	2
2	4	3	3	4
3	3	3	3	2
3	3	3	3	1
2	2	2	2	2
3	3	3	3	1
3	3	3	3	1
2	2	2	2	1
2	2	2	2	1
4	4	4	4	1
1	1	1	1	1
1	2		1.5	2
3	4	4	3.75	4
4	4	4	4	2

Rubric	Element
Setting and Communicating Direction	Continuous Improvement Planning
Reinforcement:	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut erim ad mirim veriam.

Rubric	Element
Securing Accountability	Accountability Systems
Refinement :	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut erim ad mirim veriam.

Date:	12/12/12
Administrator Name:	
Primary Evaluator Name:	

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor $\,$

10/17/11 Changes

- 3L Remove teacher type some typos corrected
- 4L typos Modify global navigation
- 15 Change title, delete min max text on right, typos

All sections - remove comments from right hand of all documents

Remove Evaluation Notes.

Move Comments to top / per Al D.

Remove Logout - All Screens . This will be handled with the global navigation links

Add Global Navigation Links for Administrator section.

Change Leader to Administrator - per Christine Morris

Added content to track the number of events and elements scored for Administrators for discussion.

10/18/11

3L Change text to "Enter Scores"

3L change button text to "Enter Scores"

Review Browser window titles all screens

Bottom Section to refelect Teacher Tool Refinement and Reinformement entry.

Get legal language for Teacher and Administrator report

Move Signature lines to a new score page.

Add Comments page

Add two pages for score output.

All pages Observation Entry Tool - remove text regarding event / evaluation progress